Idaho Alternate Assessments (IDAA)

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Supporting Schools and Students to Achieve

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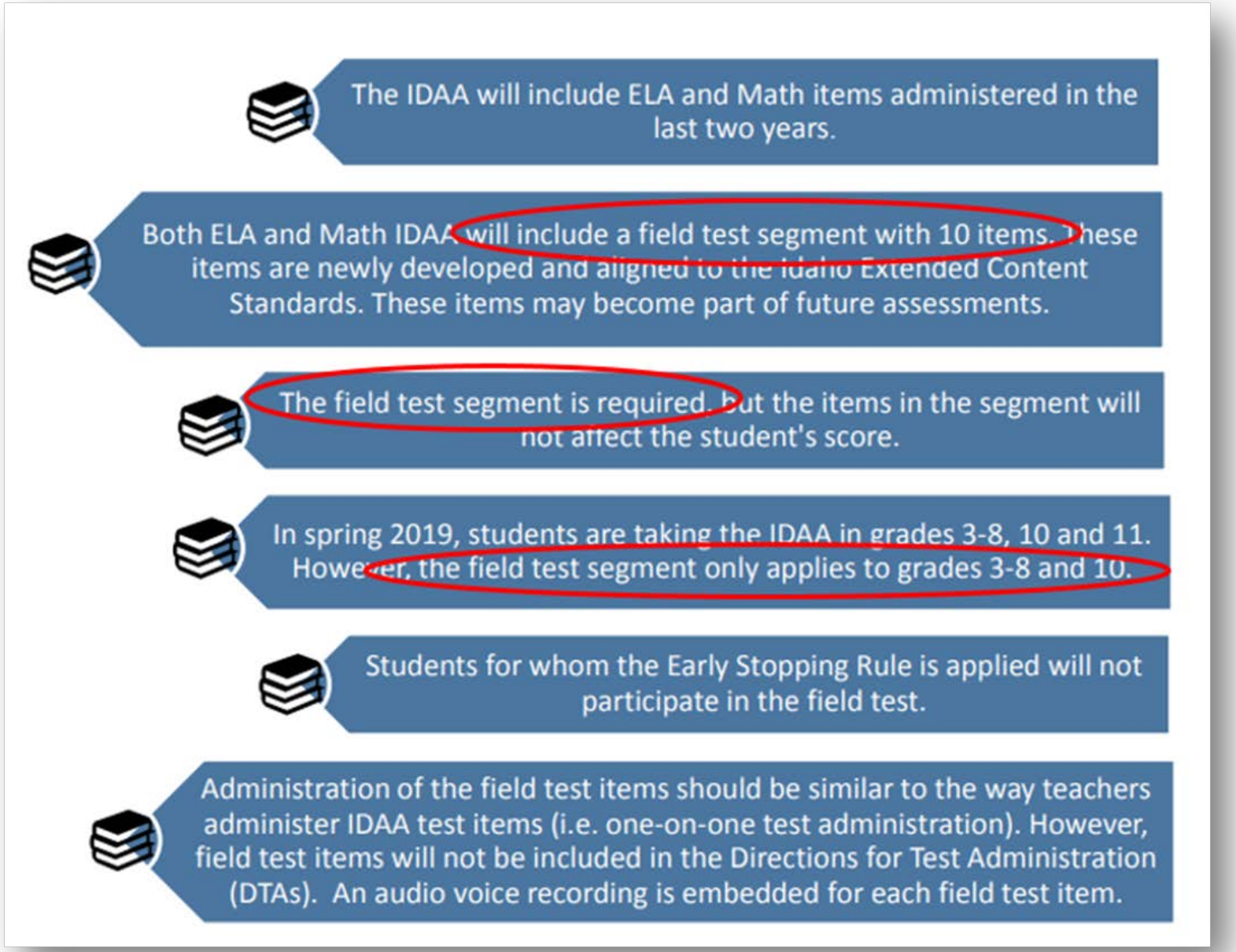
2019 Assessment Roadshow

Participant Outcomes

- Understand the AA participation criteria
- Navigate the ISAT portal
- Access the Test Administrator (TA) Certification Course
- Add/View/Edit/Export Student Information in TIDE
- Complete the Learner Characteristic Inventory (LCI)
- Complete the Student Response Check (SRC) and Idaho Alternate Assessments (IDAA) ELA & Mathematics
- Access the Online Reporting System (ORS)

Spring 2019 Test Administration Plan

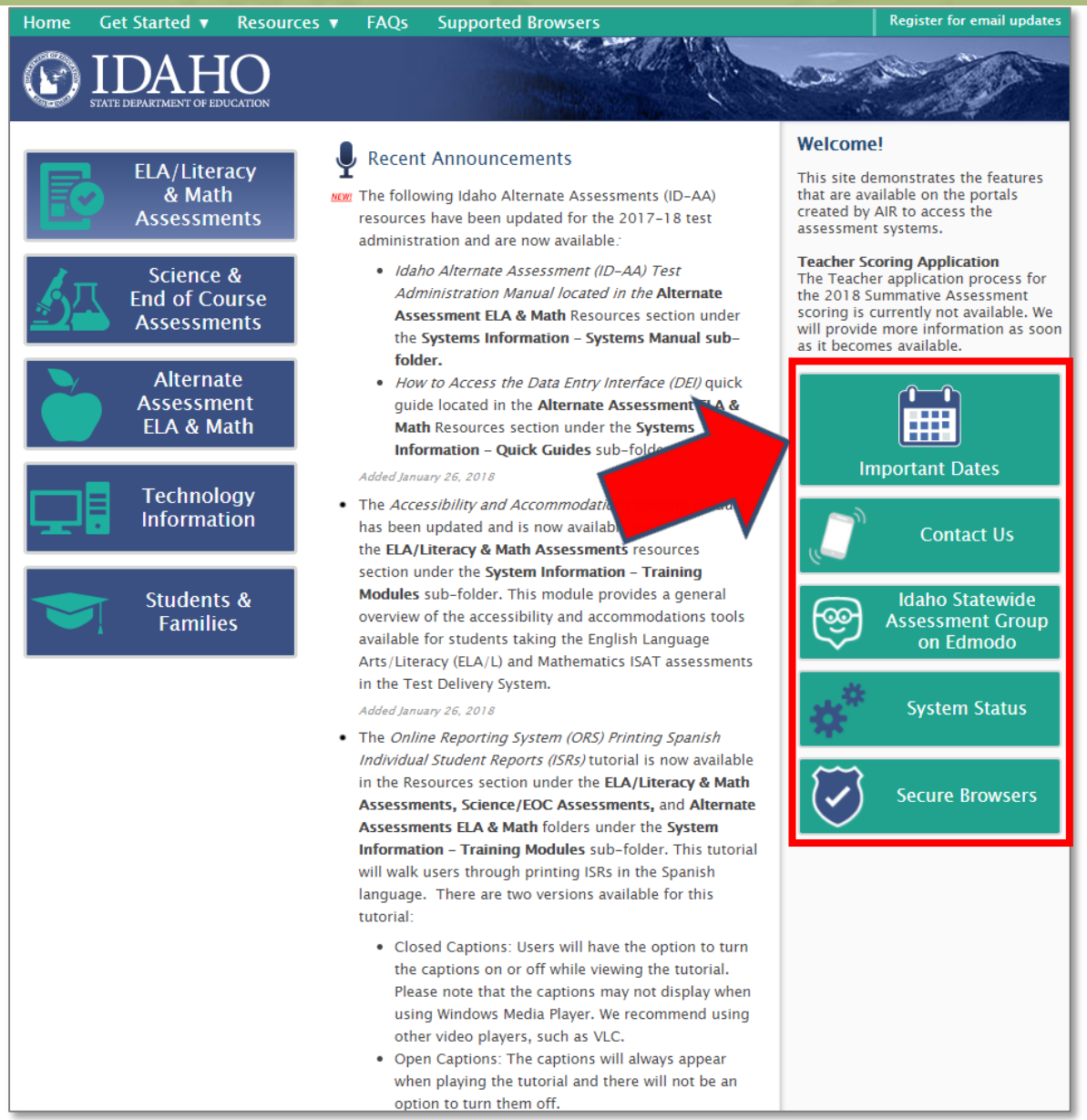


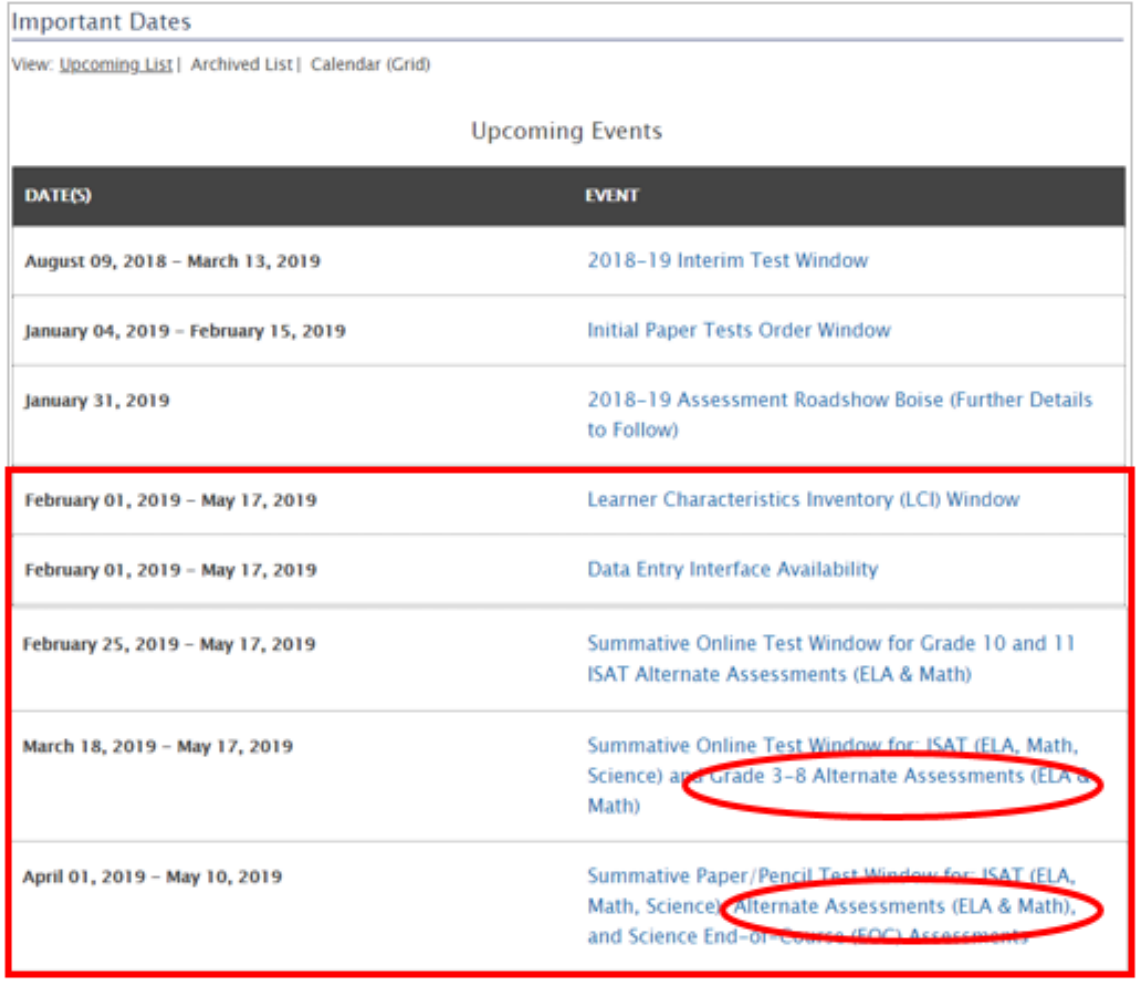
IDAA Participation/Qualification

- **Only** for students with the **most significant cognitive impairments**
- IEP team decision
  - Already made
- Participation criteria
  - Yes to all three
- 3 criteria embedded in Learner Characteristics Inventory (LCI)

ISAT Portal

The ISAT Portal





Important Dates

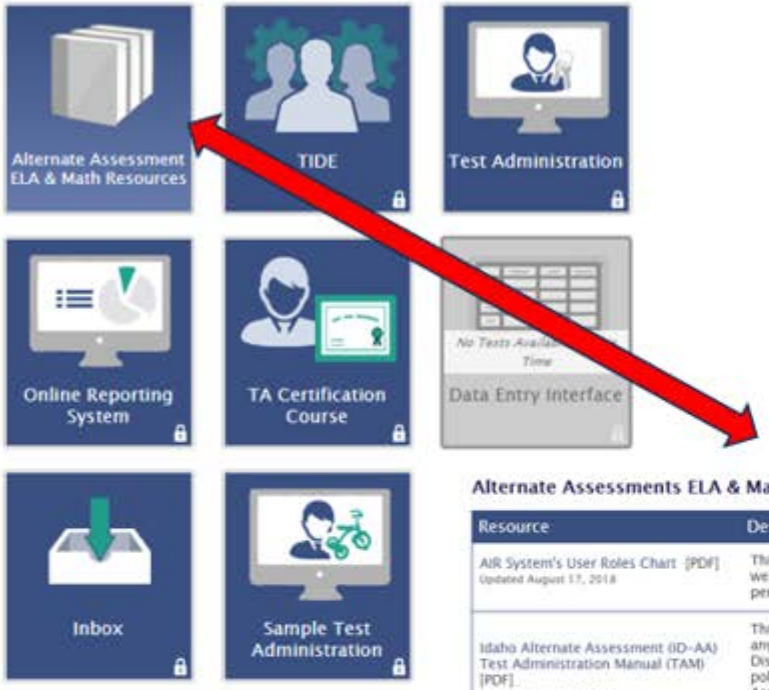
View: Upcoming List | Archived List | Calendar (Grid)

Upcoming Events

DATE(S)	EVENT
August 09, 2018 – March 13, 2019	2018-19 Interim Test Window
January 04, 2019 – February 15, 2019	Initial Paper Tests Order Window
January 31, 2019	2018-19 Assessment Roadshow Boise (Further Details to Follow)
February 01, 2019 – May 17, 2019	Learner Characteristics Inventory (LCI) Window
February 01, 2019 – May 17, 2019	Data Entry Interface Availability
February 25, 2019 – May 17, 2019	Summative Online Test Window for Grade 10 and 11 ISAT Alternate Assessments (ELA & Math)
March 18, 2019 – May 17, 2019	Summative Online Test Window for: ISAT (ELA, Math, Science) and Grade 3-8 Alternate Assessments (ELA & Math)
April 01, 2019 – May 10, 2019	Summative Paper/Pencil Test Window for: ISAT (ELA, Math, Science), Alternate Assessments (ELA & Math), and Science End-of-Course (EOC) Assessments

http://idaho.portal.airast.org

IDAA Resources on the ISAT Portal



Alternate Assessments ELA & Math – System Information – Quick Guides

Resource	Description
Dual Enrollment in TIDE Quick Guide [PDF] Updated August 27, 2018	This document describes a feature in TIDE that gives users the ability to enroll students in multiple districts or schools.
How to Access the Data Entry Interface (DEI) [PDF] Updated January 26, 2018	This quick guide describes how to access the Data Entry Interface (DEI) to submit the ID-AA Learner Characteristics Inventory (LCI). The submission of the LCI is required to confirm student eli participation in alte administration.
ISAT Portal Quick Guide [PDF] Updated August 04, 2017	This document out systems available f
ORS Printing ISAT Math/ELA, Science (ISAT & End-of-Course), and Alternate Assessments (ELA & Math) Individual Student Reports (ISRs) Quick Guide [PDF]	This resource can t students reports fo End-of-Course), ar Summative A

Alternate Assessments ELA & Math – Accessibility & Accommodations

Resource	Description
Alternate Assessment Student Eligibility Requirements [PDF] Updated September 13, 2016	This document includes the necessary requirements for a student to be eligible for the Alternate Assessment.
Assessing Students Who are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration [PDF] Updated February 03, 2017	This document provides additional guidance for administering the Alternate Assessments in ELA and Mathematics to students who are blind, deaf, or deaf-blind. It is intended to be used in conjunction with the required secure ID-AA Directions for Test Administration.
Embedded Supports and Accommodations Quick Guide [PDF] Updated October 26, 2017	This resource describes the universal tools, designated supports and accommodations entered in TIDE that students are permitted to use while participating in the ISAT ELA/Literacy & Math, Science, End-of-Course, and Alternate ELA & Math Assessments, including a crosswalk between the TIDE settings and the Usability, Accessibility, and Accommodations Guidelines.
Learner Characteristics Inventory (LCI) [PDF] Updated January 22, 2019	The Learner Characteristics Inventory (LCI) provides the criteria for participation in the Idaho Alternate Assessments (IDAA). A student is eligible to participate in the Idaho Alternate Assessment if ALL THREE of the participation criteria are marked YES.
Regular Print, Large Print and/or Braille Accommodated Test Books Order Form Updated January 04, 2019	This form must be completed if a student has an accommodation that requires Regular Print, Large Print, and/or Braille paper testing only. When placing orders for Braille materials, please ensure the "Language/Presentation" field is updated to "Braille" for each subject on the Add Students page in TIDE.
Student Response Check (SRC) in paper [PDF] Updated February 03, 2017	This paper form of the ID-AA Student Response Check, also available in the Test Delivery System, is a task that needs to be completed prior to testing by the Teacher (TE) administering the Alternate Assessment to evaluate a student's response capabilities. This content-neutral assessment provides an opportunity to observe and confirm the student's mode of response.

Alternate Assessments ELA & Math – System Information – Systems Manual

Resource	Description
AIR System's User Roles Chart [PDF] Updated August 17, 2018	This document outlines the AIR online system features as well as the user roles and their various levels of permissions for all the AIR online systems.
Idaho Alternate Assessment (ID-AA) Test Administration Manual (TAM) [PDF] Updated January 26, 2018	This manual provides information for the Teacher (TE) or any adult administering the Alternate Assessment and the District/School Test Coordinator (DC/SC) regarding policies and procedures for the 2017 Idaho Alternate Assessment for English language arts (ELA) and mathematics to eligible students with significant cognitive disabilities in their school or district.
Idaho Assessment Systems Manual – AIR Systems User Guide [PDF] Updated August 20, 2018	This document combines all user guides that are relevant to all Idaho assessments offered by AIR and includes the Interim Test Administration Manual and the Summative TAM. Each chapter covers a different AIR system or topic. A change log has been added to indicate the updates made on February 22 and March 1. A new version of this document will be released in early 2019. In the meantime, AIR will create video tutorials with updated features coming in the 2018-19 school year. Please refer to these videos available in the **Resources** section of the portal for the most up-to-date information. Announcements will be posted when each video becomes available.
IDAA Spring 2019 Administration Plan [PDF] Updated January 24, 2019	This document provides details on what to expect during the spring 2019 Idaho Alternate Assessment (IDAA) test administration.

Test Administration (TA) Certification Course

Remember to complete prior to proctoring a test!

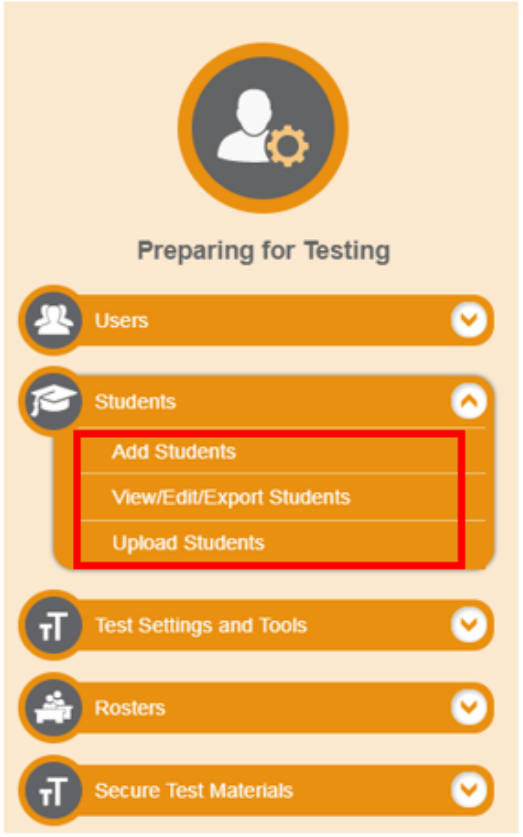
If it is <u>not</u> completed, the following error message will appear when attempting to access the **Test Administration** site

Still with us?

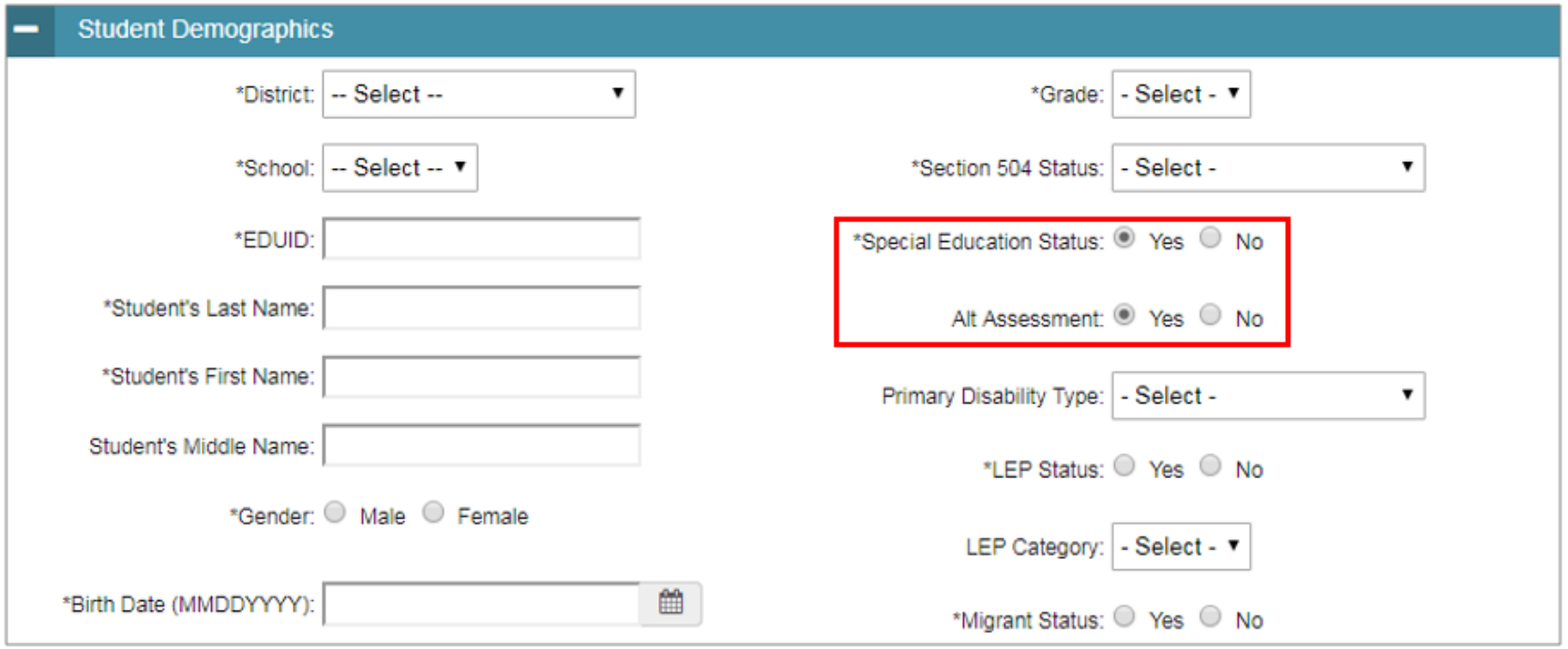
TIDE

Finding TIDE

Add/View/Edit/Export Student Information



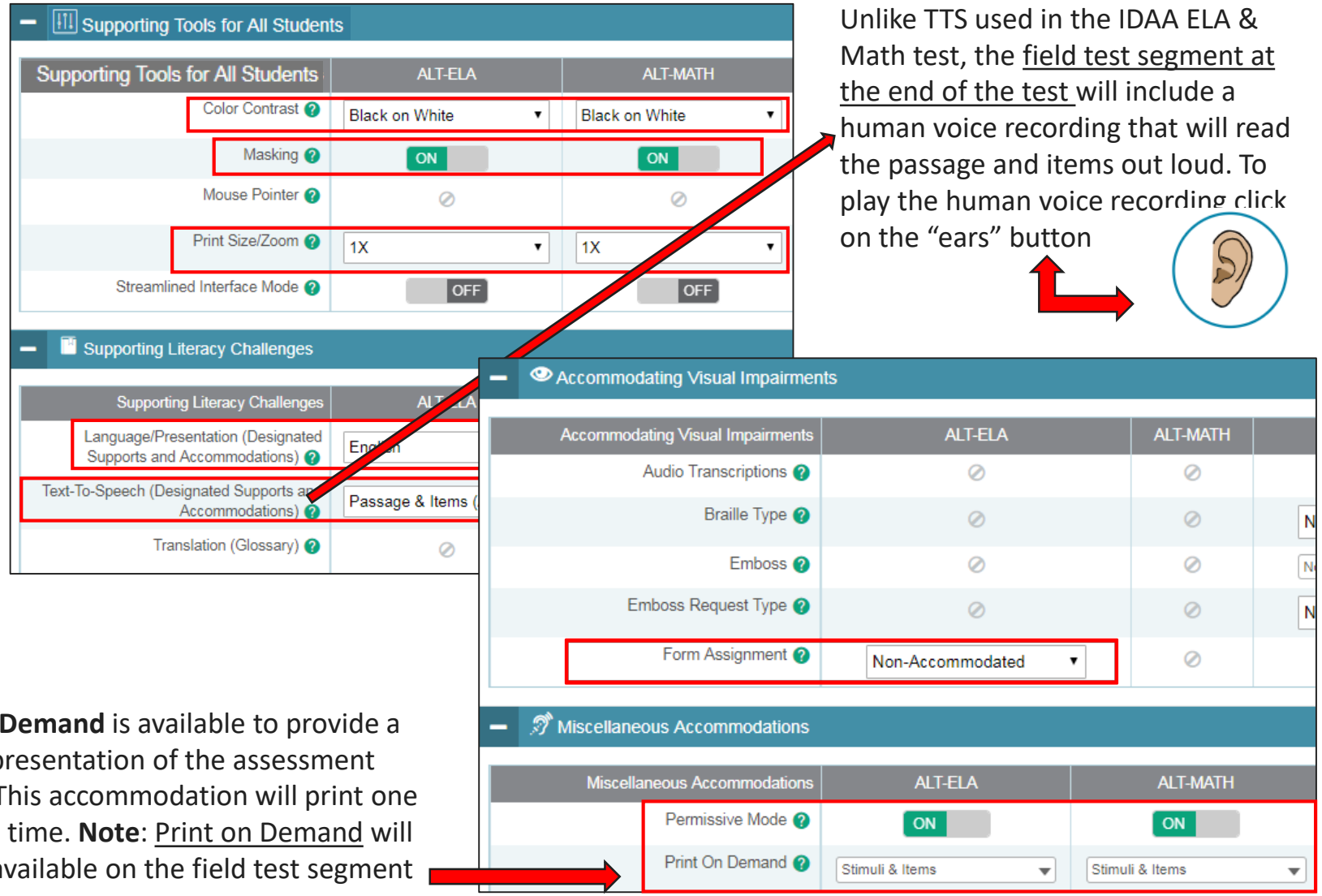
All Students planning to take the IDAA in ELA & Math will need to select the **Special Education Status** (previously titled IDEA Indicator) and the **Alt Assessment** fields to Yes



Test Settings and Tools

Same as last year, the following tools will be pre-selected in TIDE for all students taking the IDAA in ELA and Math.

1. Color Contrast
2. Masking
3. Print Size/Zoom
4. Language/Presentation: **English**
5. Text-to-Speech
6. Form Assignment
7. Permissive Mode
8. Print on Demand

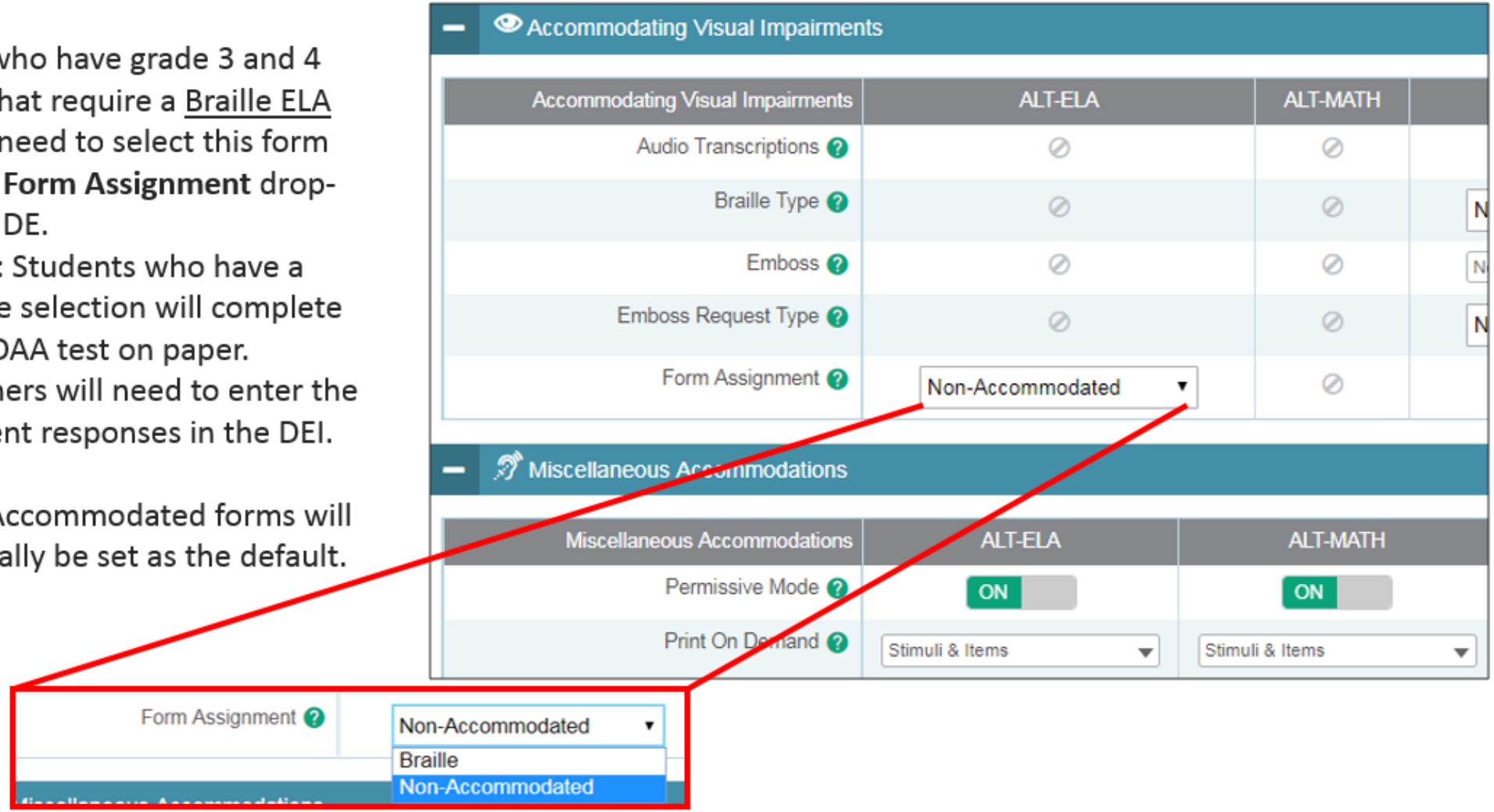


Unlike TTS used in the IDAA ELA & Math test, the field test segment at the end of the test will include a human voice recording that will read the passage and items out loud. To play the human voice recording click on the "ears" button

Print on Demand is available to provide a printed presentation of the assessment item(s). This accommodation will print one item at a time. **Note**: Print on Demand will NOT be available on the field test segment

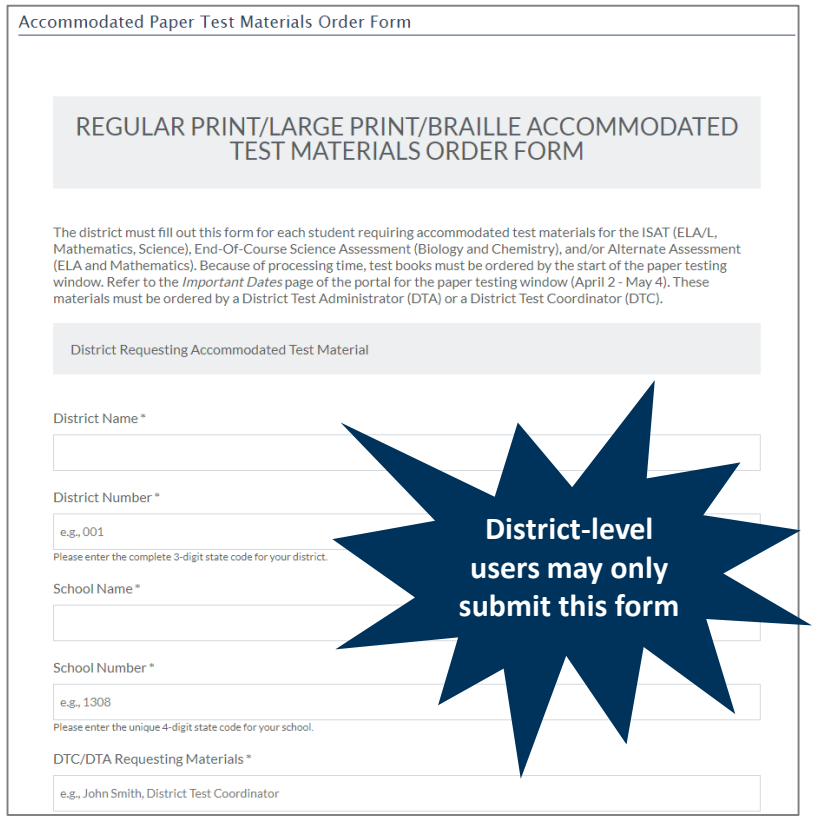
Grades 3 & 4 ELA Forms

- Teachers who have grade 3 and 4 students that require a Braille ELA form, will need to select this form under the **Form Assignment** drop-down in TIDE.
  - **Note**: Students who have a Braille selection will complete the IDAA test on paper. Teachers will need to enter the student responses in the DEI.
- The Non-Accommodated forms will automatically be set as the default.



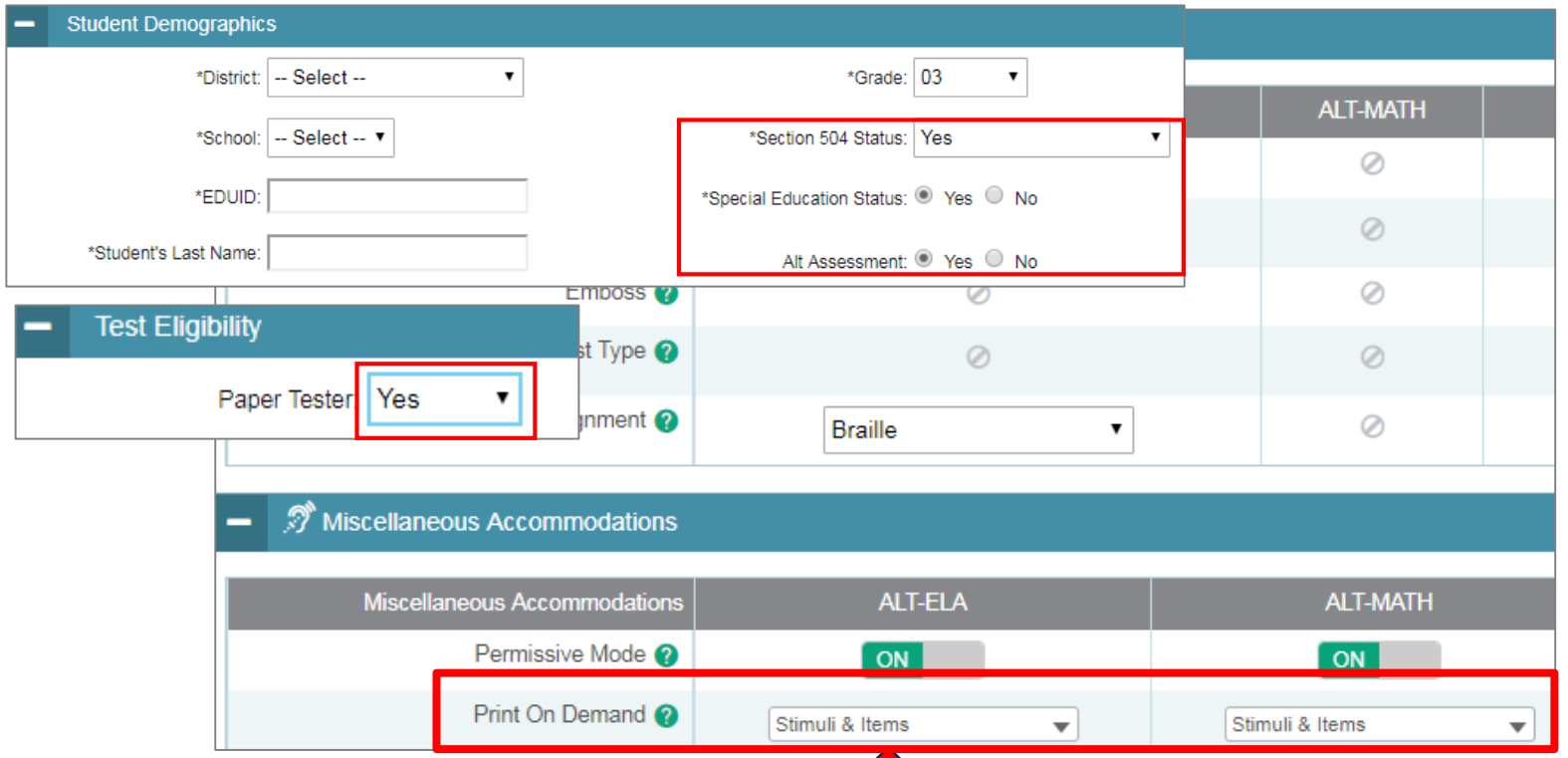
Paper/Pencil Assessments and Print on Demand

- The state has a limited supply of paper-pencil assessment forms. All orders must be submitted via the new online form
- The SDE will confirm and approve all paper-pencil orders submitted



In addition to submitting the online paper-pencil form:

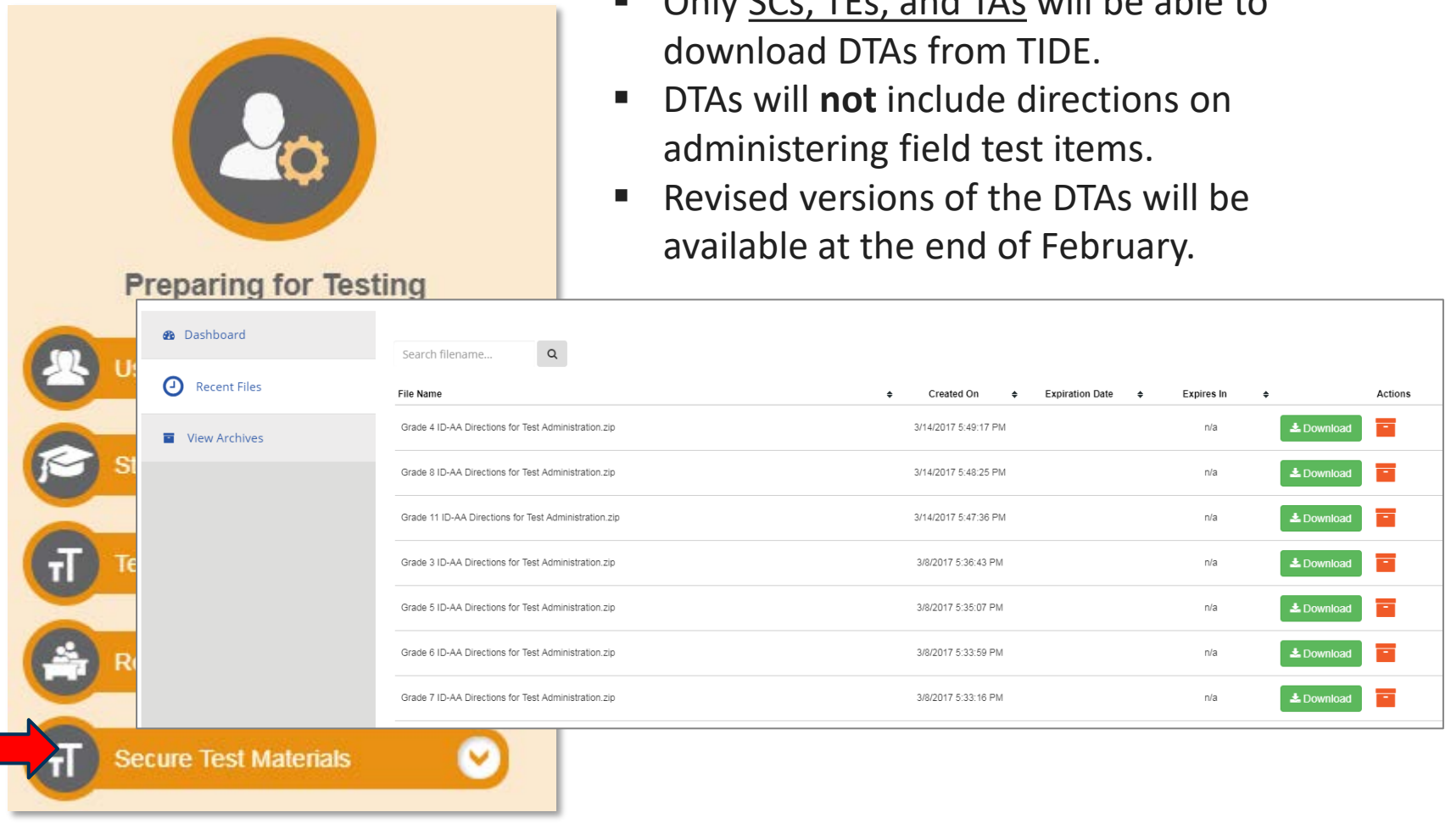
- The student's **Paper Tester** eligibility must be set to Yes in TIDE
- The Student Demographics section must be updated to reflect **Section 504 Status**, **Special Education Status**, and **Alt Assessment** to Yes



Print on Demand is available to provide a printed presentation of the assessment item. This accommodation will print one item at a time.
Note: Print of Demand will NOT be available on the field test segment.

Directions for Test Administration (DTAs)

- Each test form has a specific DTA that provides directions and a script to administer each item of the Test.
- TEs must follow these directions and script exactly.
- DTAs include the allowable manipulatives and reference materials for specific items, and scoring rubrics for constructed-response mathematics items and the open-response foundational reading items in Grades 3 and 4.
- The High School DTAs will be available for grades 10 and 11.



- DTAs are available based on your role.
- Only SCs, TEs, and TAs will be able to download DTAs from TIDE.
- DTAs will **not** include directions on administering field test items.
- Revised versions of the DTAs will be available at the end of February.

The DTAs are secure documents and can be found in TIDE

Administer IDAA In One Subject Only

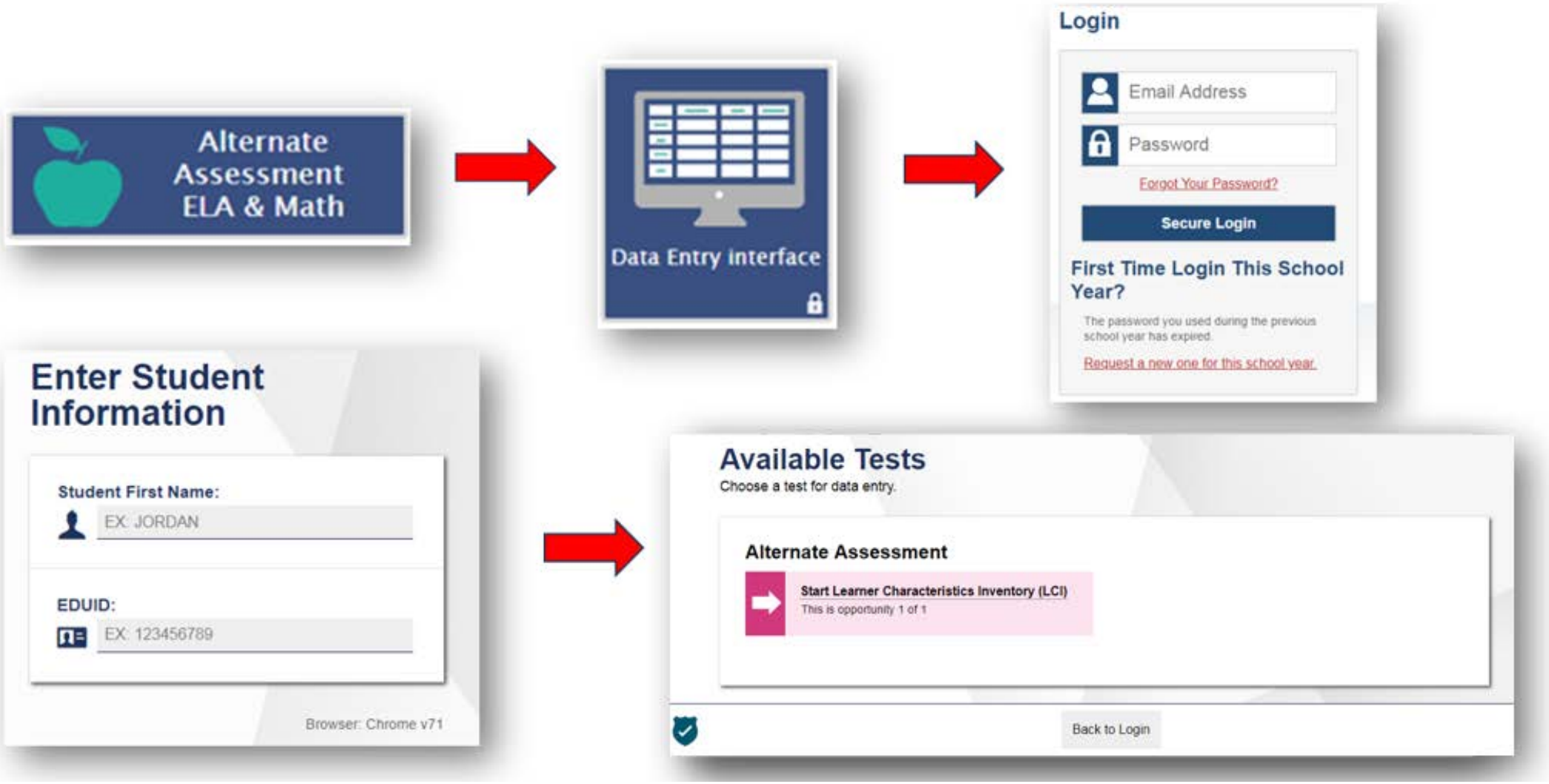
If your student is only taking the IDAA in one subject (either ELA or Math) we recommend the following:

- Complete the IDAA test first. This will require having the **Student Demographics** section in TIDE indicating the *Special Education Status* and *Alt Assessment* fields to Yes, as well as having completed the LCI for your student.
- Once the student has **completed** and **submitted** the IDAA test, a District-level user will need to change the *Alt Assessment* field to No in the Student Demographics section in TIDE.
- As soon as this change is saved, the ISAT ELA & Math tests will become available in the Student Interface. The ID-AA tests will no longer be available for the student.
- The student can now complete and submit the ISAT test in either ELA or Math.

Ready to move on?

Data Entry Interface (DEI)

Learner Characteristics Inventory on the DEI



LCI – Student's Primary Language

The LCI survey questions are the same as the last two years with a few additions:

Is your student's primary language a language other than English?

(A) Yes

(B) No

If yes, what is your student's primary language (the dominant language spoken in the student's home)? _____

LCI – English Language Arts Ratings

The LCI survey questions are the same as the last two years with a few additions:

English Language Arts

1. **The student can read text (or use Braille) and identify a story element (e.g., character, setting, detail, or event).**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

2. **The student can read text (or use Braille) and sequence at least two events, steps, or events from the text.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

3. **The student can read text (or use Braille) and identify the main idea or topic and at least one central detail.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

4. **The student can read text (or use Braille) and answer questions about the text.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

5. **The student can read text (or use Braille) and retell the key events in order from the text.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

6. **The student can read text (or use Braille) and express an opinion and support idea with at least one detail.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

LCI – Mathematics Ratings

Mathematical Reasoning

1. **Using objects or visuals, the student can solve equations and word problems with addition, subtraction, division, or multiplication processes.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

2. **Using objects or visuals, the student can round and compare numbers.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

3. **Using objects or visuals, student can identify and compare fractions and decimals.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

4. **Using objects or visuals, the student can solve equations with fractions and decimals.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

The LCI survey questions are the same as the last two years with a few additions:

5. **The student can select the appropriate tool and measure length, volume and mass.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

6. **The student can interpret and answer questions using data presented in graphs.**

   Student demonstrates this skill (teacher rating)

   (A) 0–24% of opportunities
   (B) 25–49% of opportunities
   (C) 50–74% of opportunities
   (D) 75–99% of opportunities
   (E) 100% of opportunities

LCI – Instructional Minutes

The LCI survey questions are the same as the last two years with a few additions:

Instructional Minutes

Select the number of instructional minutes the student receives in each subject area **per week**.

Subject Area	0–100 minutes per week	101–250 minutes per week	251–500 minutes per week	501 minutes or more per week
English language arts (reading)				
English language arts (writing)				
Mathematics				
Science				

Implications of SRC

What happens if the student did **NOT** display a consistent observable response during the SRC?

Administer the first 4 scorable items in both ELA (Reading/Writing) and Mathematics

If the TE observes a student response to **at least one** of the first four items

Then the TE administers all test items in ELA and Mathematics

If the TE does not observe a student response to **any** of the first four scorable items, refer to the Early Stopping Rule procedures

What happens if the student displays a consistent observable response during the SRC?

Administer all test Items in ELA (Reading/Writing) and Mathematics

Students should complete the IDAA based on their ability to demonstrate an observable response to an item; NOT on their the ability to respond correctly to the item

Student Response Check/First Test Item

Same steps as last year!

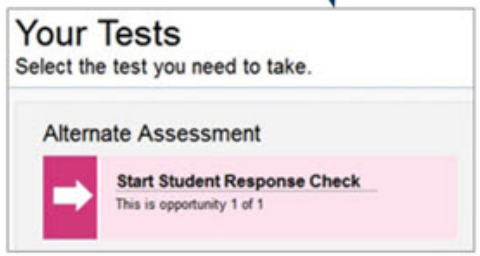
- SRC may be completed online or on paper
- Completion of the SRC is only required once

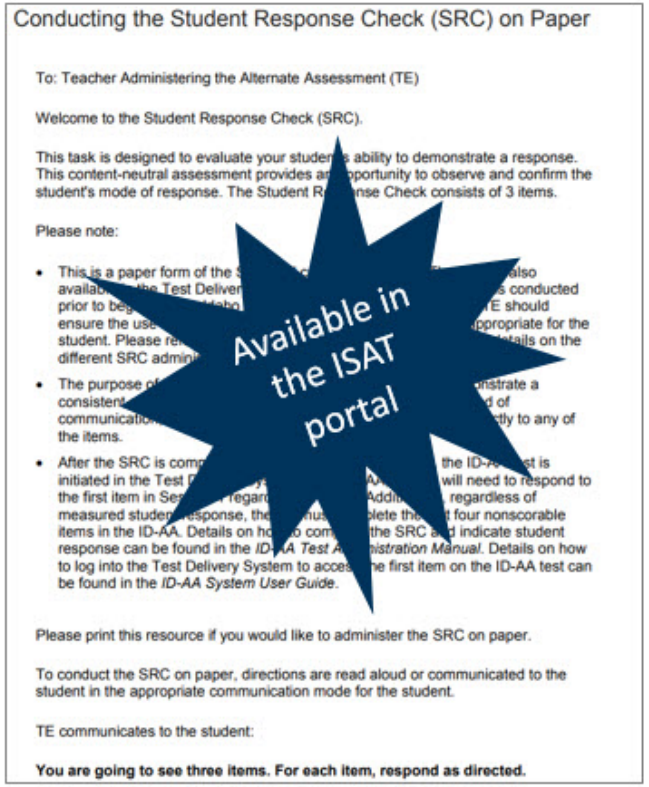
The TE will respond the first item on the ID-AA ELA and Math tests based on student response

Did the student demonstrate an observable response during the Student Response Check (SRC)?

Options	Action
A) Yes - Administer all items on both the ELA and math tests	**Select A if:** ***TE observes a demonstrated student response on the SRC** ***TE did not need to conduct the SRC because an established method of communication was already determined**
B) No - Administer the first 4 scorable items on both the ELA & mathematics tests and follow procedures defined in the ID-AA Test Administration Manual	**Select B if:** ***Student did not demonstrate a consistent observable response on the SRC**

Available in the Student Interface





Available in the ISAT portal

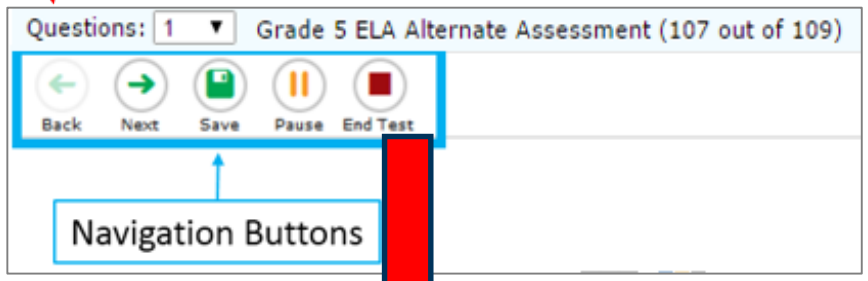
If the SRC is conducted on paper, it does not need to be submitted online.

Early Stopping Rule

Same steps as last year!

What happens if the student did NOT display a consistent observable response during the SRC?

1. The TE administers only the first 4 items in both ELA or Mathematics
2. No observable response (NR) is indicated for all first 4 scorable items of ELA and math
3. The TE will not continue to administer additional test items
4. After the first 4 scorable items are administered, the TE must click the SAVE button in the Test Delivery System (TDS). The TE can then END and SUBMIT the test



In order to **END** the test in TDS, the TE will need to click the **SAVE** button
This only applies if the TE entered **No Response (NR)** on the first 4 scorable items (in both ELA and math)

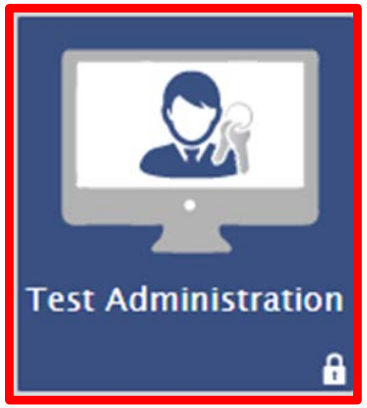
After clicking **SAVE**, the **END TEST** button will appear and the TE will be able to submit the test

Keep breathing

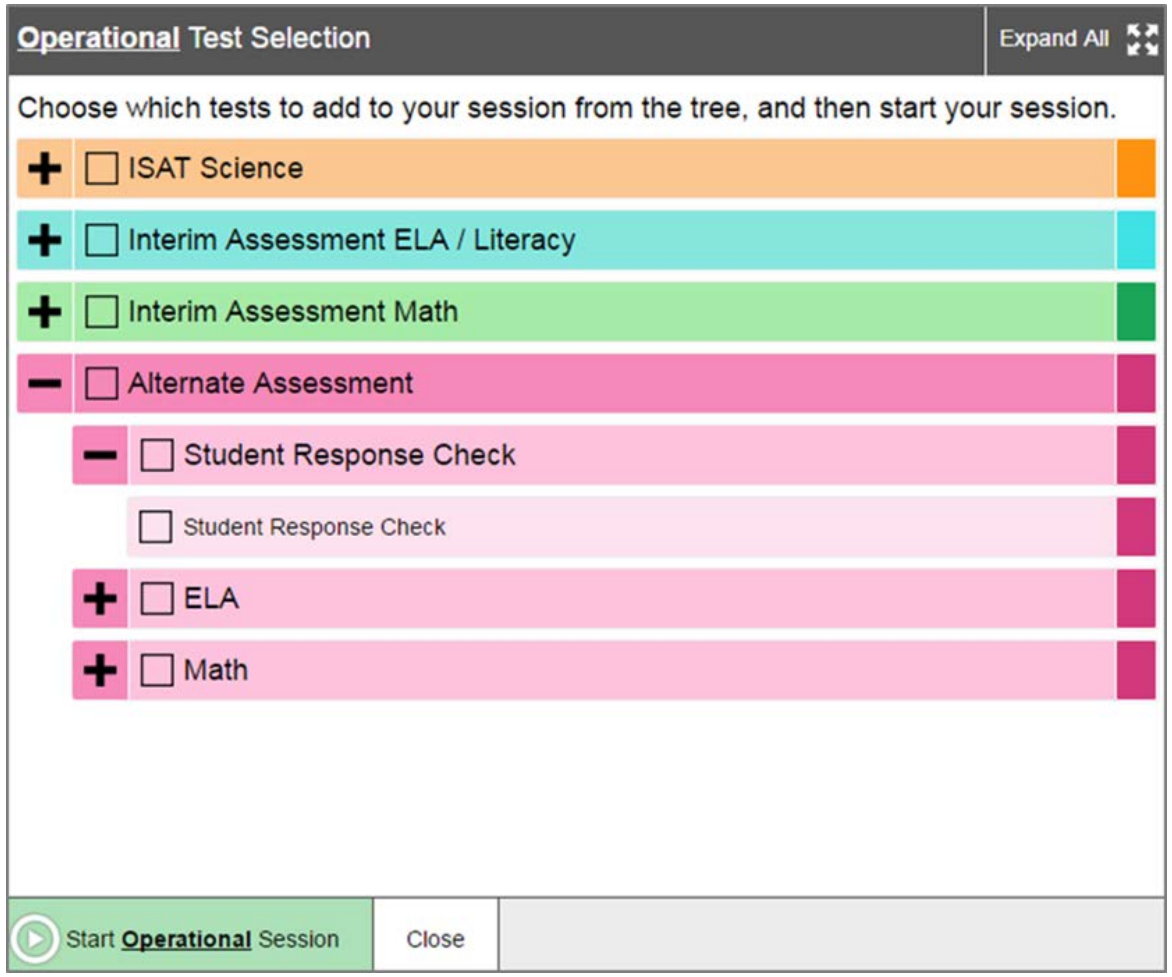
Test Administration (TA) Interface

Creating a Test Session

Test Administration Card

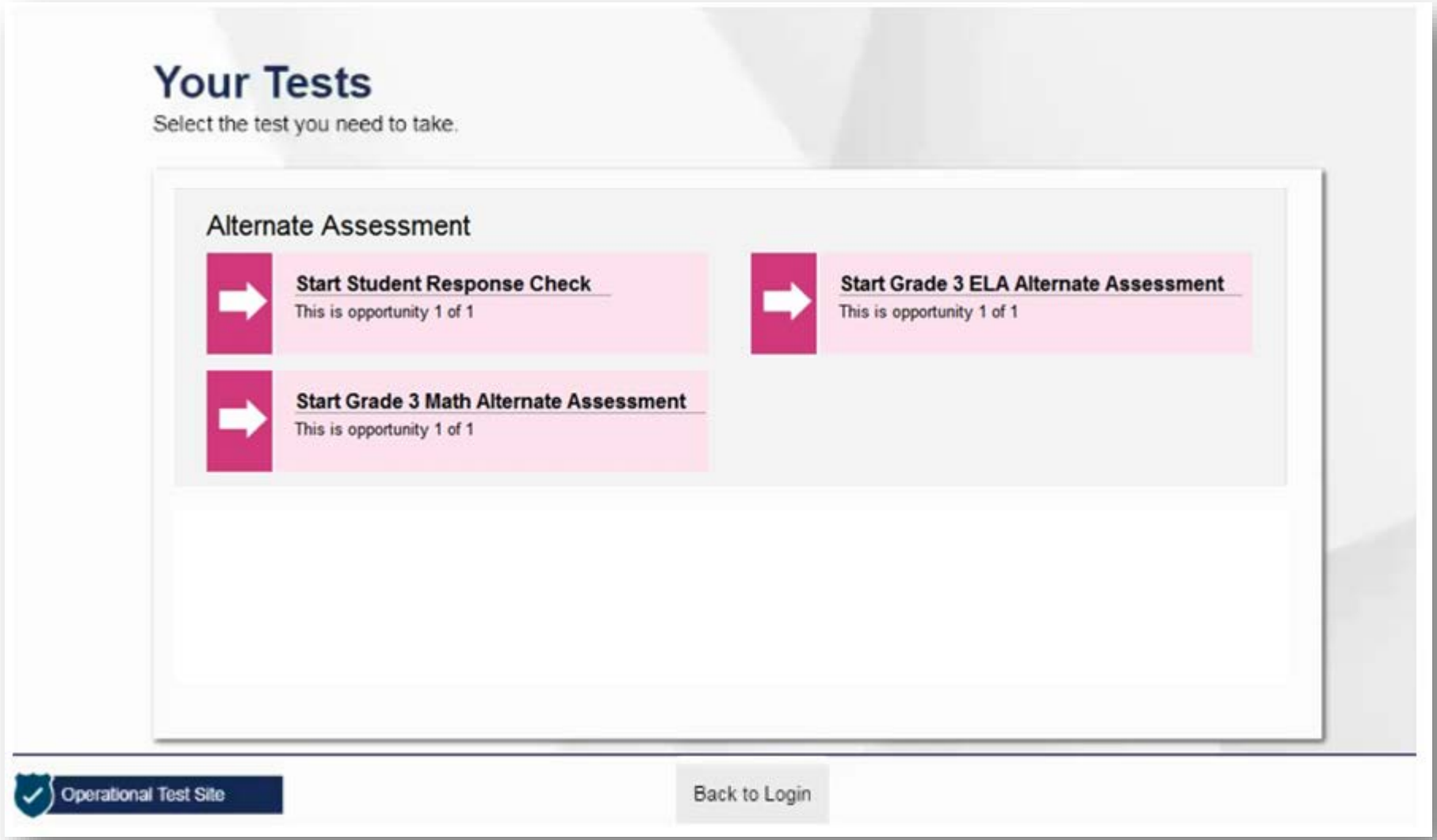


Test Selection Window

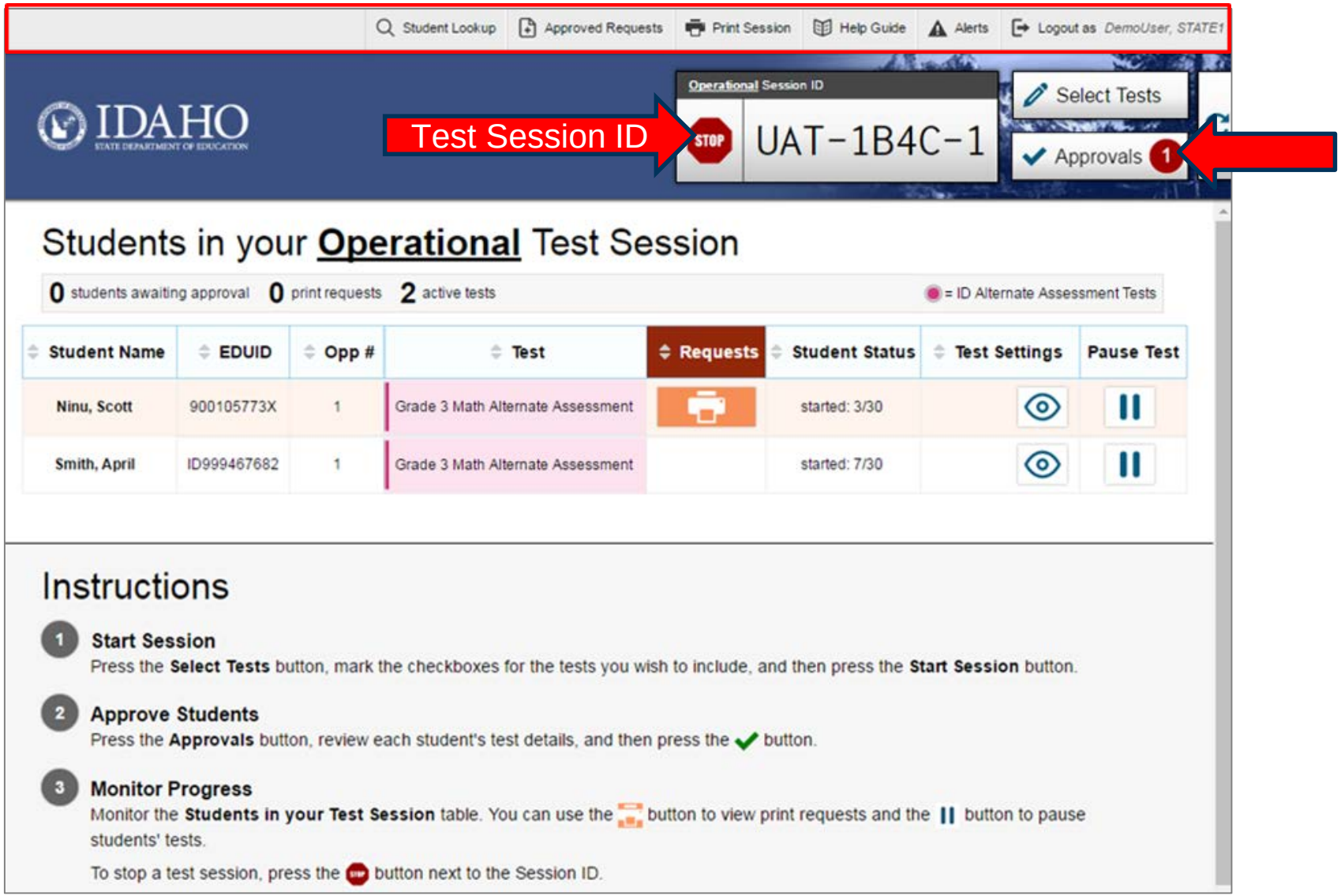


Test Session ID

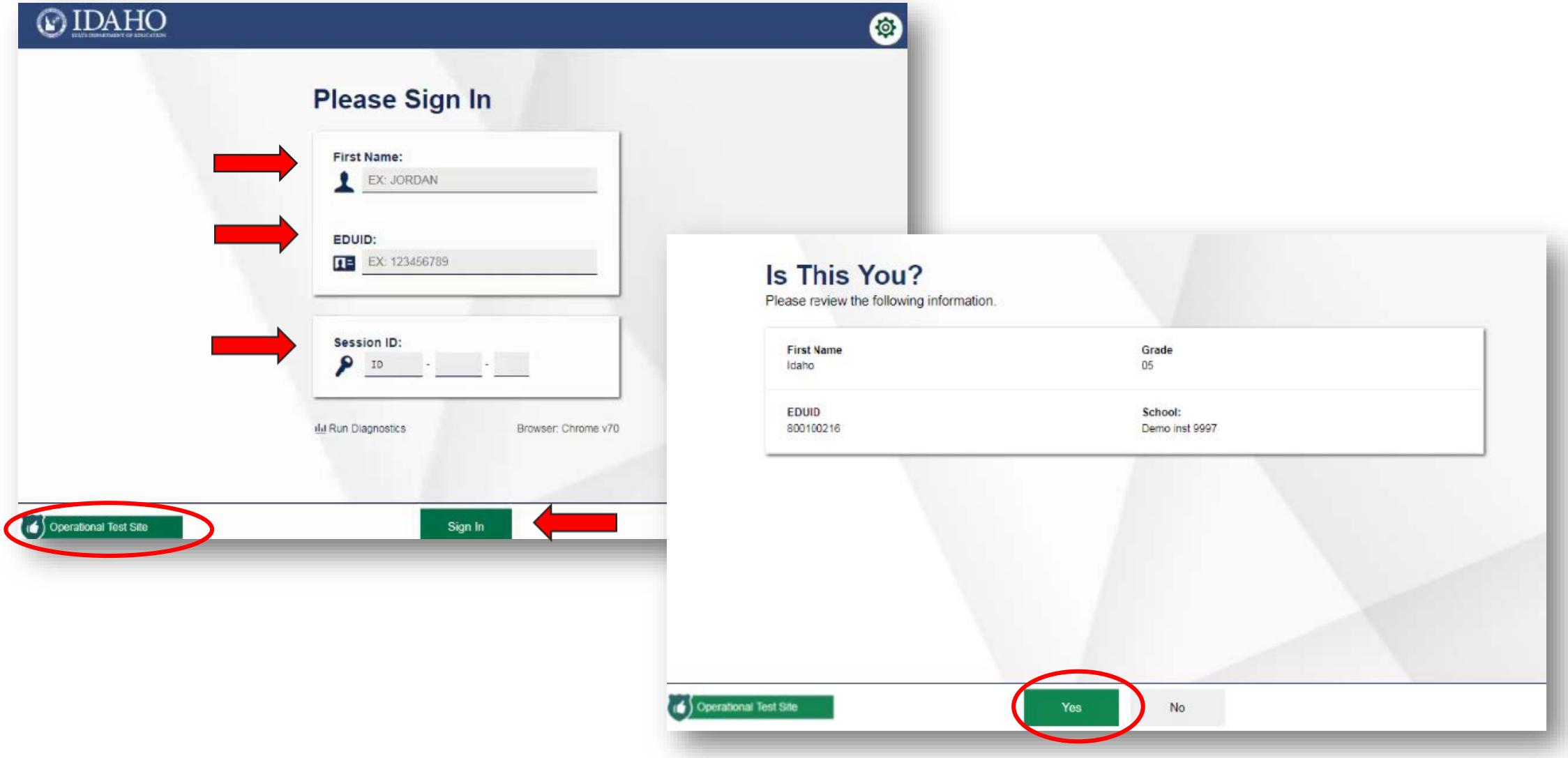
Test Selection



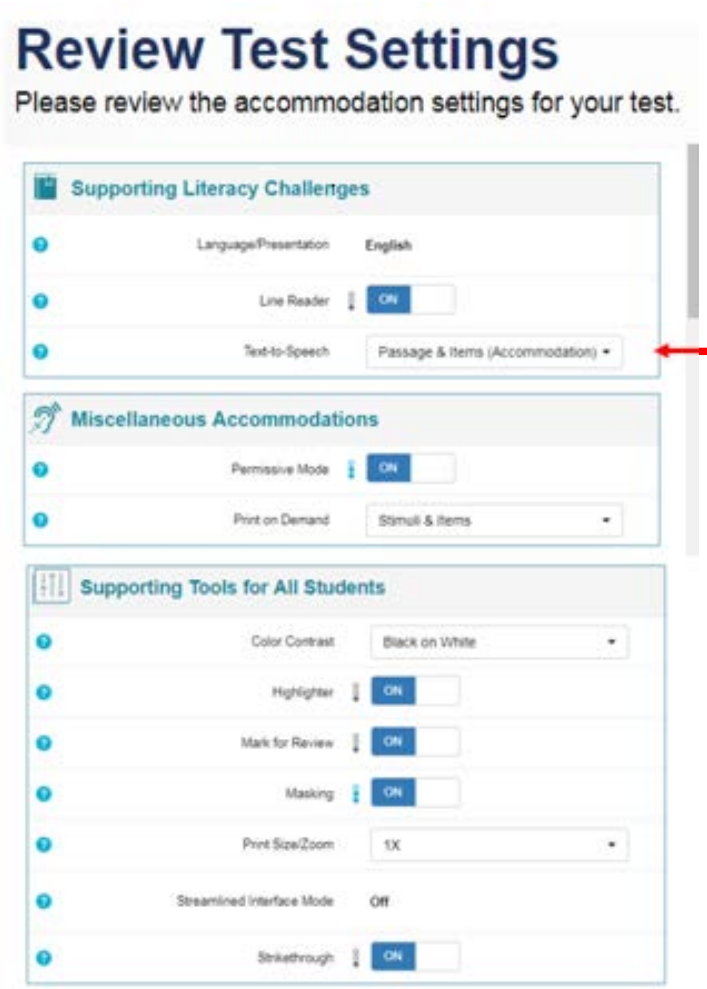
Operational Test Session

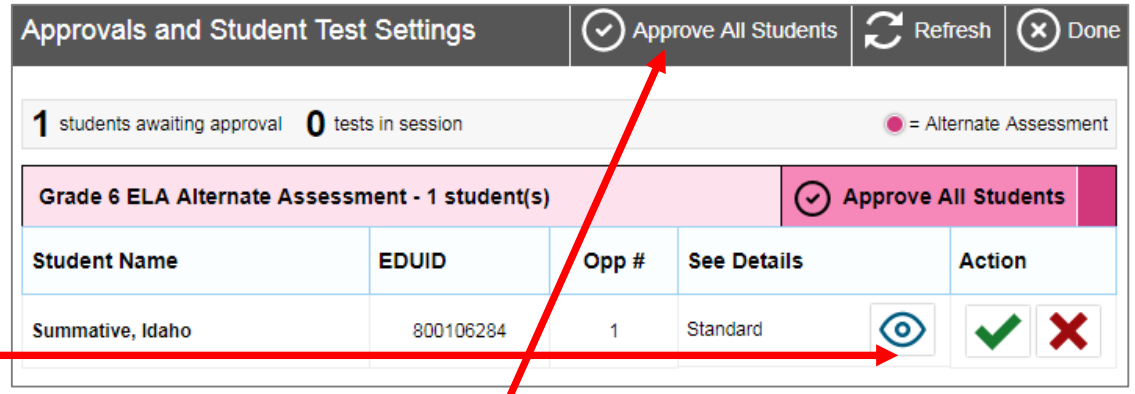


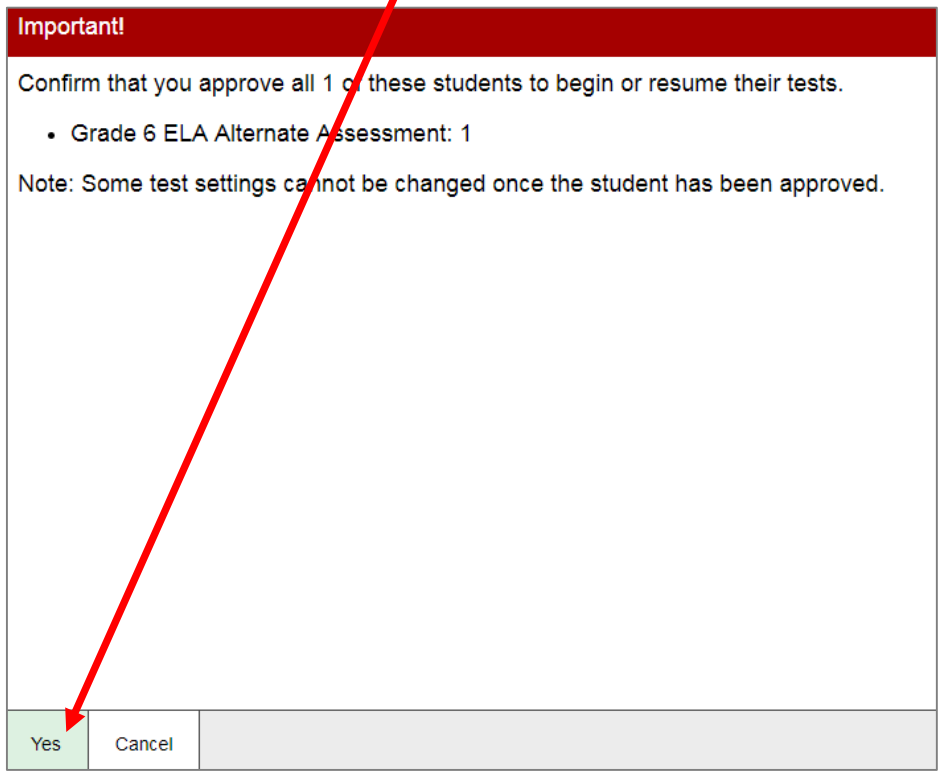
Student Login



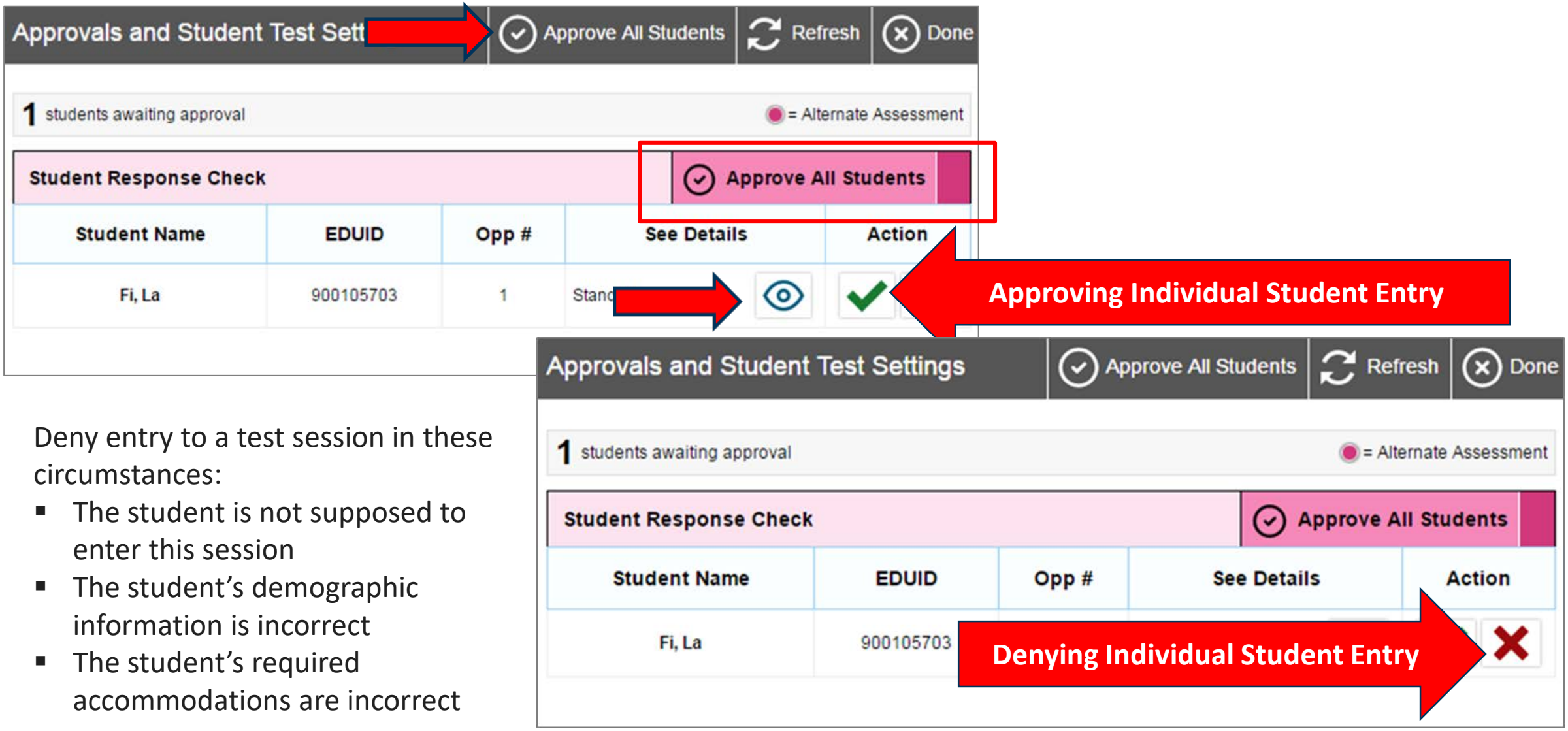
Editing Student Details: See/Edit Details







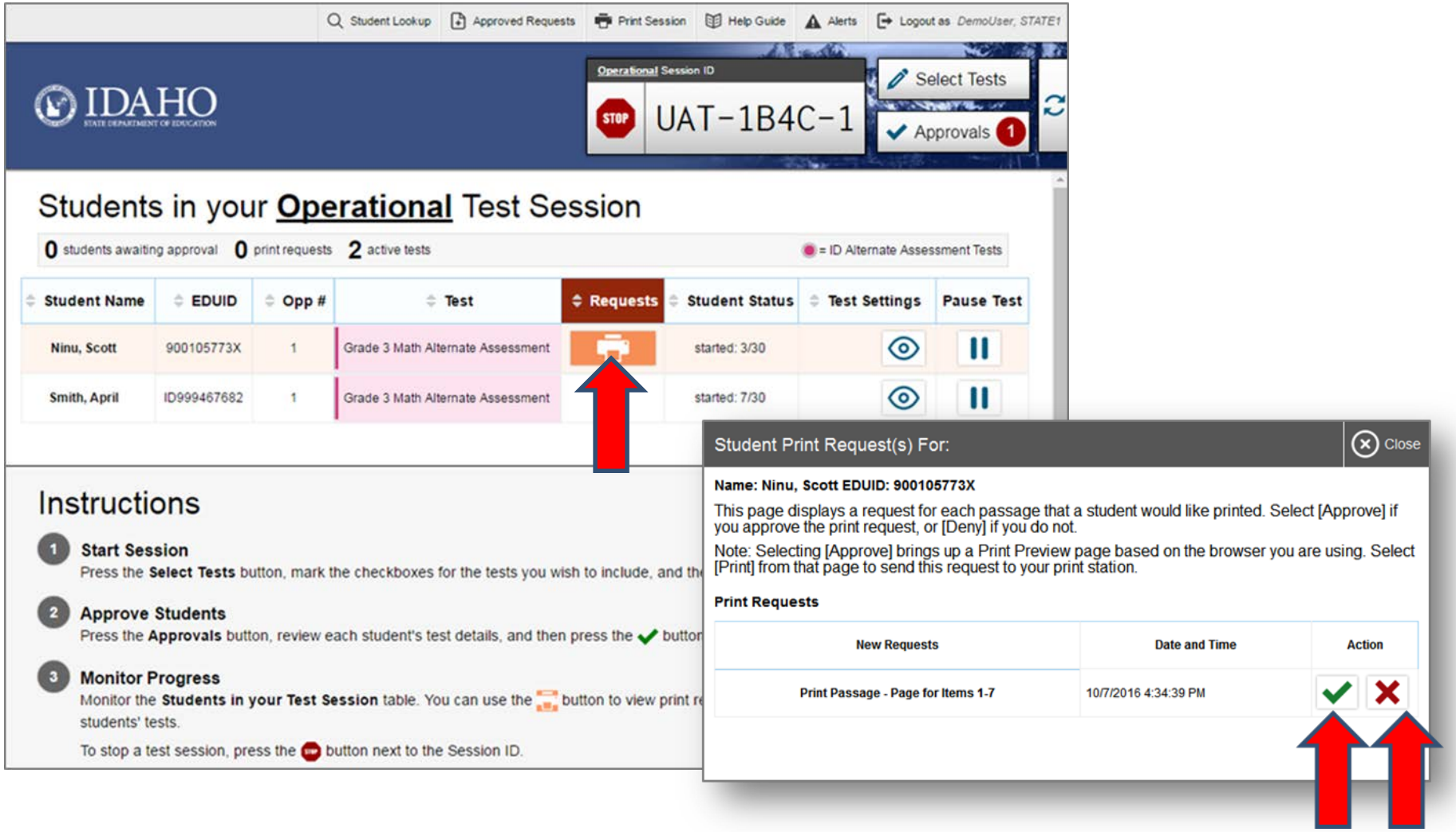
Approving/Denying Student Entry



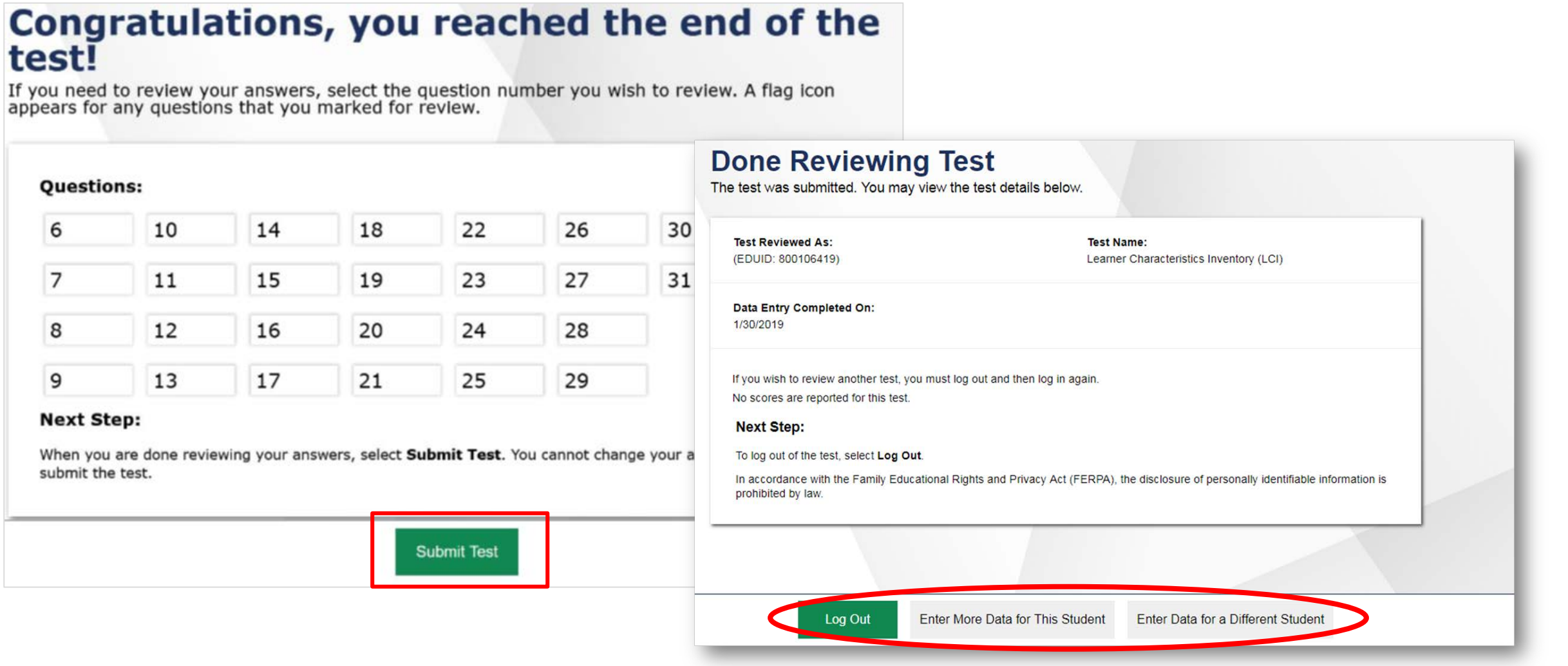
Deny entry to a test session in these circumstances:

- The student is not supposed to enter this session
- The student's demographic information is incorrect
- The student's required accommodations are incorrect

Print on Demand



Submitting a Test

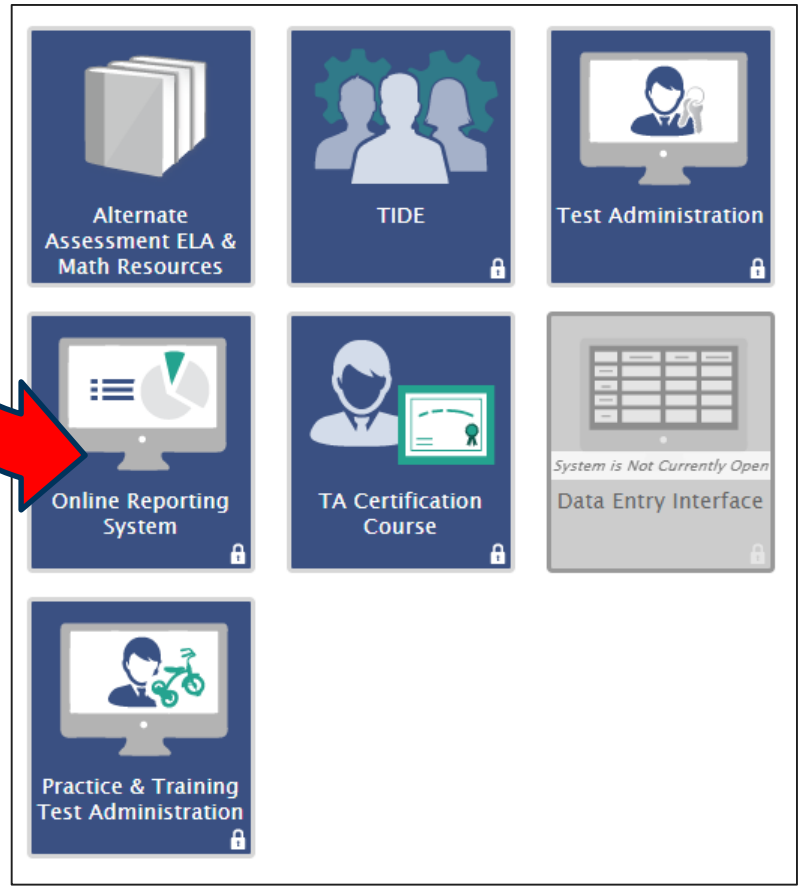


How are you doing?

Online Reporting System (ORS)

The ISAT Portal
http://idaho.portal.airast.org

AIR SYSTEMS

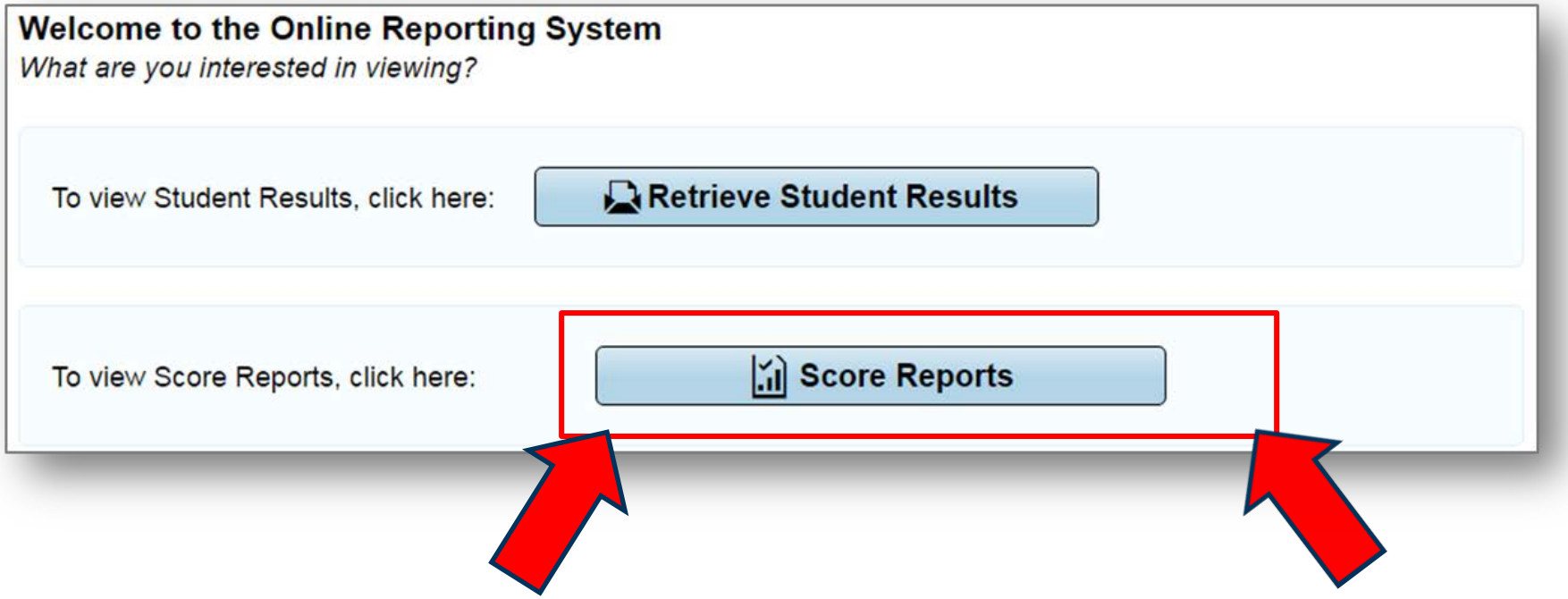


ORS Overview

- The ORS is designed to provide you with assessment data and tools you need to understand the performance of your students.
- Data presented in the system is interactive, allowing you to apply filters and break down results in order to better understand student performance.
- Because ORS can aggregate results in real-time, the system is able to rapidly provide current and reliable reporting information.
- Student data can be securely viewed and downloaded for districts, schools, and teachers. However, note that students must be registered in TIDE and have completed a test in TDS in order for them to be available scoring data in the ORS.

To Access ORS

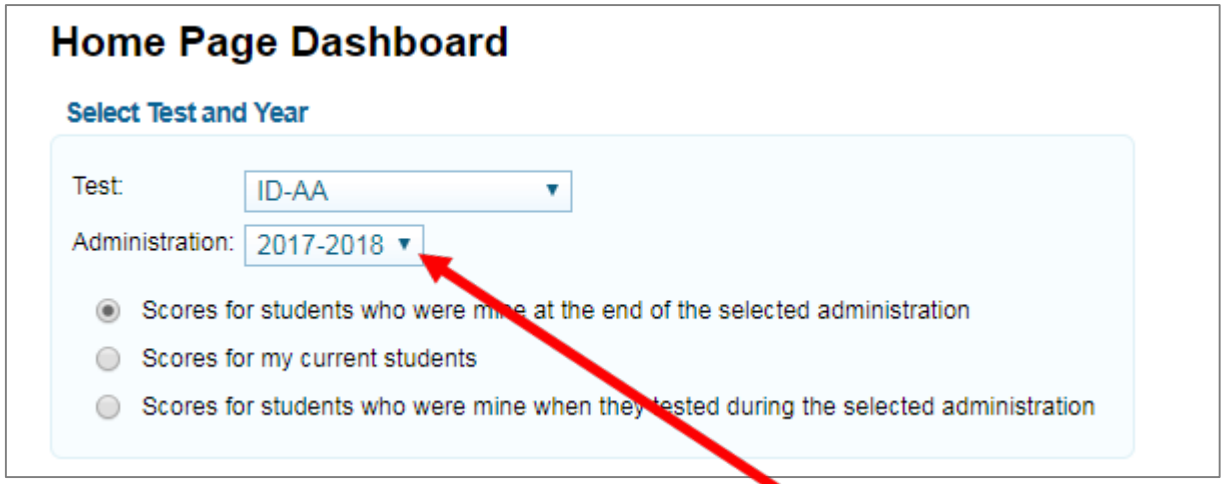
ORS Interface: Welcome Page

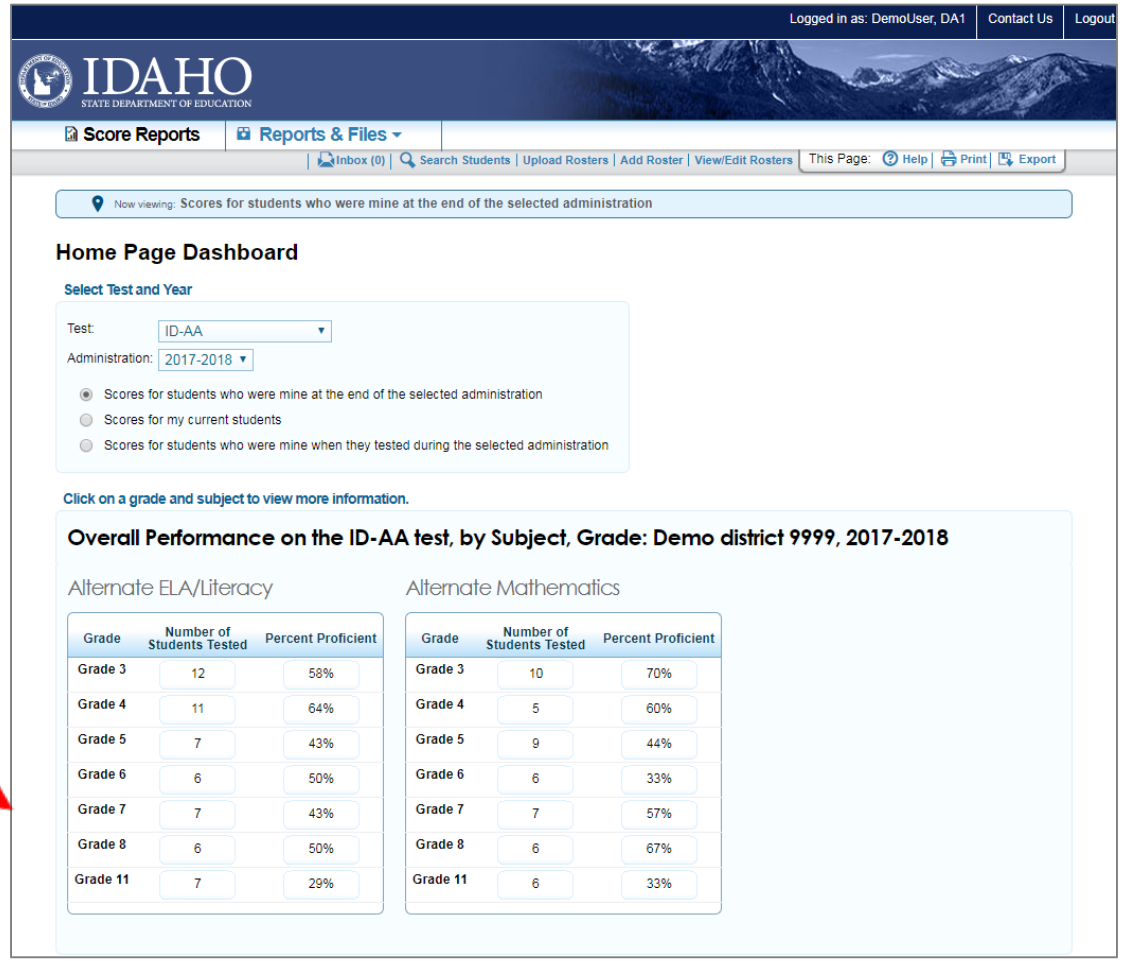


ID-AA displays subject-level score reports only

Home Page Dashboard: Select Test and Administration

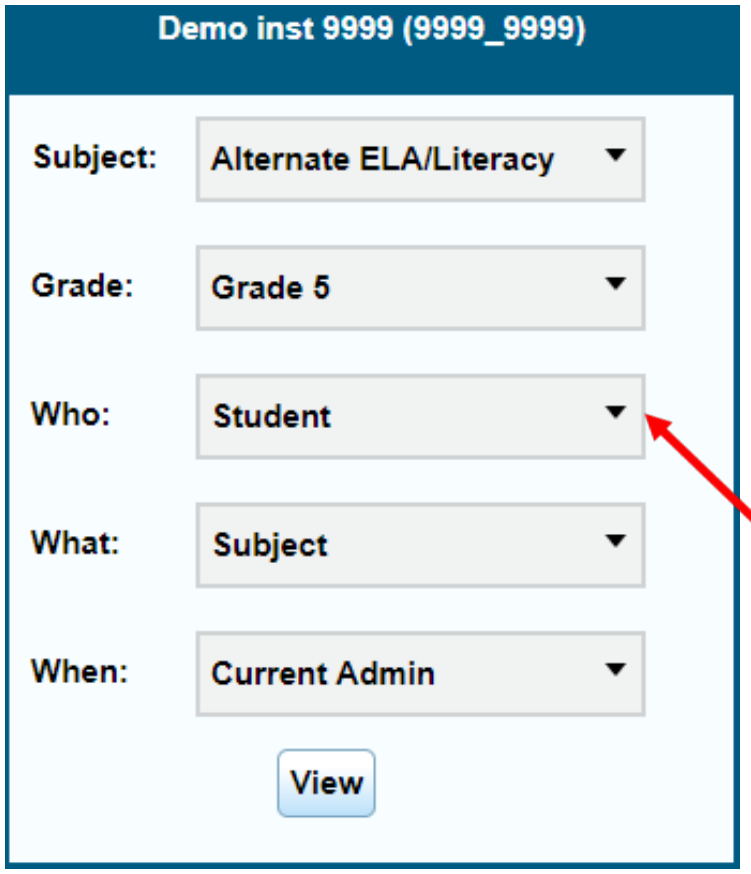
You can select the Test and Test Administration from the Home Page Dashboard for which you want to view score data

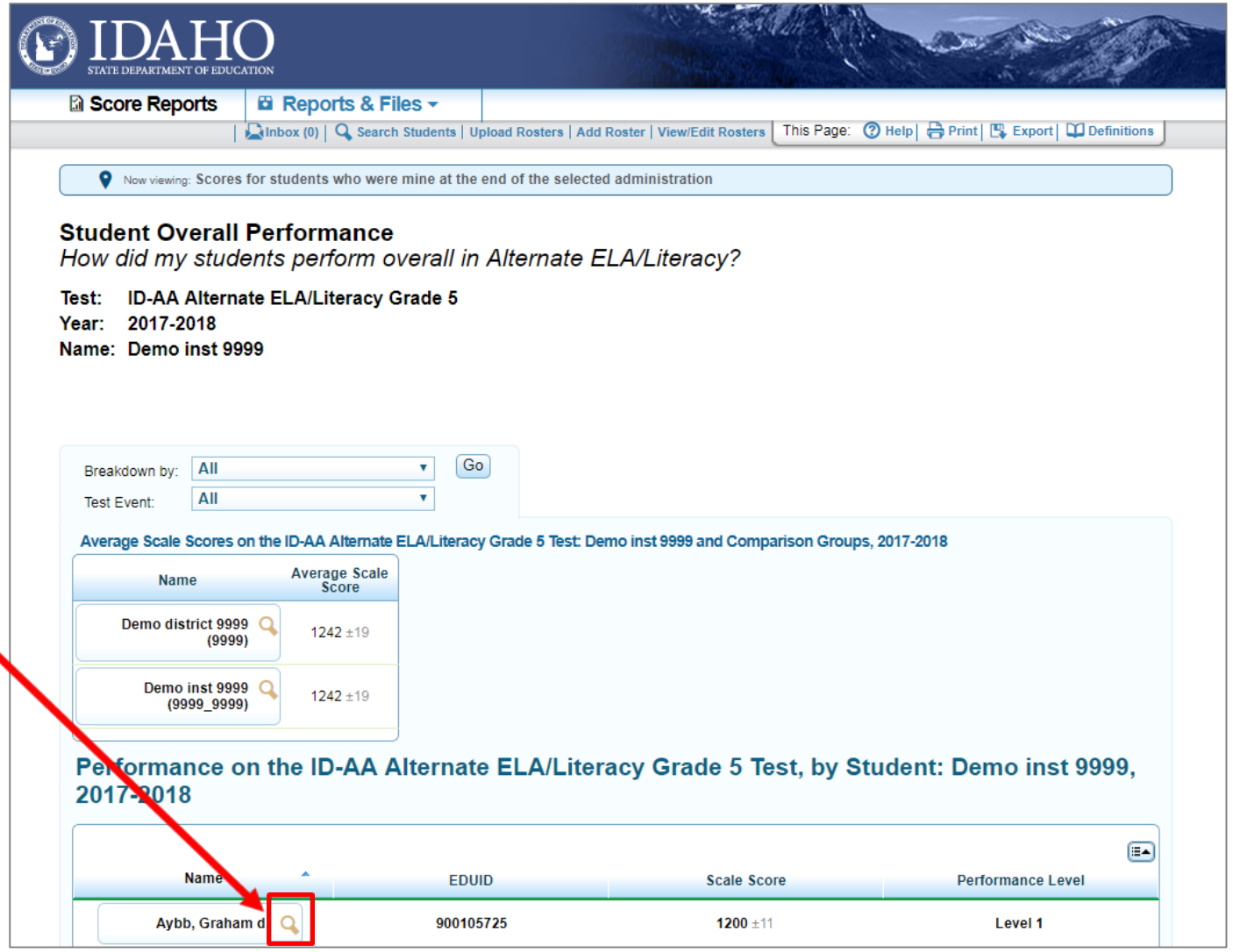




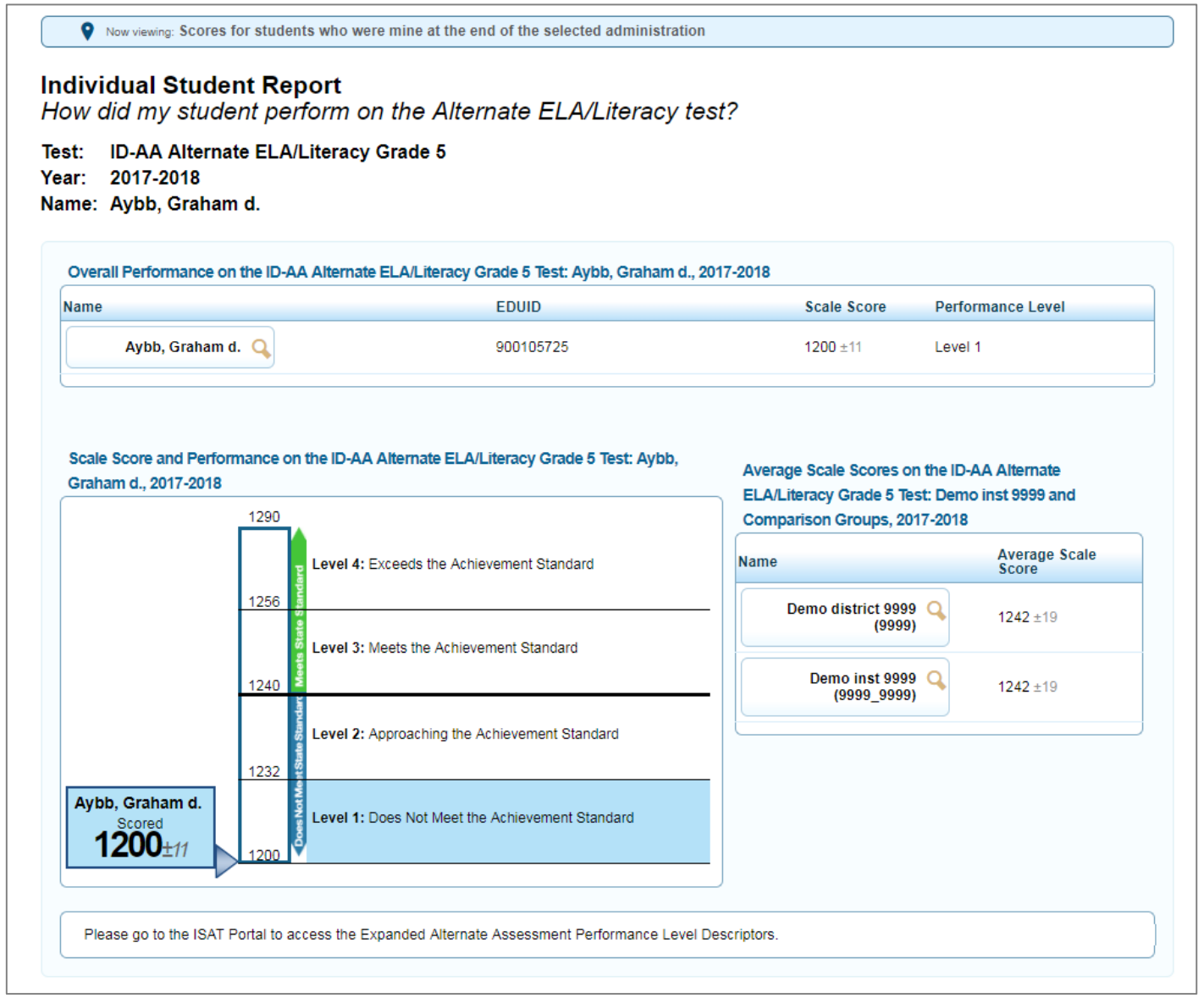
Individual Student Report (ISR)

Exploration Menu





Individual Student Report Sample



Now viewing: Scores for students who were mine at the end of the selected administration

Individual Student Report

How did my student perform on the Alternate ELA/Literacy test?

Test: ID-AA Alternate ELA/Literacy Grade 5
Year: 2017-2018
Name: Aybb, Graham d.

Overall Performance on the ID-AA Alternate ELA/Literacy Grade 5 Test: Aybb, Graham d., 2017-2018

Name	EDUID	Scale Score	Performance Level
Aybb, Graham d.	900105725	1200 ±11	Level 1

Scale Score and Performance on the ID-AA Alternate ELA/Literacy Grade 5 Test: Aybb, Graham d., 2017-2018

Average Scale Scores on the ID-AA Alternate ELA/Literacy Grade 5 Test: Demo inst 9999 and Comparison Groups, 2017-2018

Name	Average Scale Score
Demo district 9999 (9999)	1242 ±19
Demo inst 9999 (9999_9999)	1242 ±19

Please go to the ISAT Portal to access the Expanded Alternate Assessment Performance Level Descriptors.

Questions before we close?

Important Reminders

- SRC options
- LCI changes
- Directions for Test Administration (DTA)
- Early Stopping Rule
  - "No" to SRC
  - "No response" to first 4 scorable items
  - Click "Save" button on the 4th scoreable item in ELA and Math to activate "End test"

Idaho Help Desk – Technical Issues

You can contact the Idaho Help Desk for assistance with any technical issues you encounter.

When contacting the Idaho Help Desk, please be ready to provide:

- Any error messages that are appearing (including codes)
- Your operating system and browser information
- Your network configuration information
- Your contact information for follow-up by phone or email
- Any other relevant information, such as test names or content areas, student EDUIDs, session IDs, and search criteria

For test administration or policy issues, please contact your District Test Coordinator.

Persistent questions…

Karren Streagle, Ph.D. | Alternate Assessment/Medicaid Coordinator
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6824
kstreagle@sde.Idaho.gov
http://www.sde.idaho.gov/assessment/sped/

Idaho Help Desk

1-844-560-7365

IDHelpDesk@air.org